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Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for the New York University Steinhardt School of Culture, Education, and Human Development

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, the New York University Steinhardt School of Culture, Education, and Human Development's responses to the Eligibility Requirements for consideration and possible approval by the Commission.

Recommended Action: That the Commission review the responses to the Eligibility Requirements and determine if the institution may move forward in the Initial Institutional Approval process.

Presenter: Hart Boyd, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval – Stage II: Eligibility Requirements for the New York University Steinhardt School of Culture, Education, and Human Development

Introduction

As part of the Initial Institutional Approval (IIA) process, a prospective program sponsor, the New York University Steinhardt School of Culture, Education, and Human Development (NYU), has submitted responses to the Eligibility Requirements for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Approval of Stage II allows an institution to move forward to Stage III which is to submit Common Standards and Preconditions for review. Approval of Stage II does not authorize the institution to offer an educator preparation program that leads to a credential or license.

Background

California law provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's IIA process. At the [December 2015 Commission meeting](#), the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the [February 2017 Commission meeting](#). A graphic detailing the five stages of the IIA process is provided on the following page.

This agenda item presents for consideration one institution of higher education (IHE) seeking to become a program sponsor. It is an important reminder that approval of the institution for Stage II does not permit the institution to offer the proposed program(s). In addition, although there is important information about the proposed programs contained in the submission for Stage II, review of the Common Standards and applicable program standards have not yet occurred.

The New York University Steinhardt School of Culture, Education, and Human Development (NYU)

NYU seeks IIA in order to offer the following programs:

- Preliminary Multiple Subject

- Preliminary Single Subject (English, Mathematics, Biological Sciences, Chemistry, Geoscience, Physics, and Social Science)
- Preliminary Education Specialist: Mild/Moderate
- Early Childhood Special Education Added Authorization

A summary of NYU's responses to the twelve [Eligibility Requirement Criteria](#) are provided in the table below. The complete responses can be found in [NYU's Eligibility Requirement submission](#). Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration. [Appendix A](#) includes the eligibility requirement criteria, required information for each of the criteria, and factors to consider for Criteria 10 through 12 as an institution prepares its response.

Initial Institutional Approval

NYU is seeking approval of Stage II in order to be eligible for Stage III. The chart below denotes the five stages of the IIA process.

IIA Process	Stage I	Stage II	Stage III	IV	V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Site Visit
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-3 years and hosts a focused accreditation site visit
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host focused site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full approval 2. Retain Provisional Approval with Additional Requirements 3. Deny Approval
IIA Status*	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally-approved but cannot offer programs

***May begin offering approved program

Criterion 1 through 9

In accordance with the Commission adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9 as follows includes a staff review and recommendation.

Criterion	Staff Recommendation	NYU Response
Criterion 1: Responsibility and Authority	Aligned	<ul style="list-style-type: none"> • NYU seeks to offer the following credential programs: <ul style="list-style-type: none"> ○ Preliminary Multiple Subject ○ Preliminary Single Subject (English, Mathematics, Biological Sciences, Chemistry, Geoscience, Physics, and Social Science) ○ Preliminary Education Specialist: Mild to Moderate ○ Early Childhood Special Education Added Authorization • The Dean of the Steinhardt School of Culture, Education, and Human Development will be responsible for ongoing oversight of all educator preparation programs. This position is currently held by the interim dean, Dr. Pamela Morris. • The chair of the Teaching and Learning Department, Dr. Catherine Milne, will be responsible for the day-to-day oversight of the proposed programs. • Dr. Diana Turk will be the Director of Teacher Education for the proposed programs. Dr. Turk reports directly to the chair of the Teaching and Learning Department who will, in turn, report to the Dean of the Steinhardt School. • NYU has submitted a complete organizational chart that indicates the proposed programs will be housed under the Educational Services branch. • NYU assures that the duties related to credential recommendations will be performed only by employees of NYU and that these individuals will take part in the Commission training related to the recommendation process.
Criterion 2: Lawful Practices	Aligned	<ul style="list-style-type: none"> • Non-discrimination policies for NYU's employees and candidates are provided on NYU's institutional website.
Criterion 3: Commission Assurances and Compliance	Aligned	<ul style="list-style-type: none"> • NYU provided assurances and stated that it: <ol style="list-style-type: none"> a) Will comply with all preconditions; b) Will submit all data reports and accreditation documents;

Criterion	Staff Recommendation	NYU Response
		<ul style="list-style-type: none"> c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff; d) Will participate fully in the Commission's accreditation system and submission timelines; and e) In the event the program closes, will offer the program and meet all adopted standards until the candidate completes, withdraws, is dropped, or is admitted to another program.
Criterion 4: Requests for Data	Aligned	<ul style="list-style-type: none"> • The Chair of the Teacher Education Council, Dr. Susan Koff, is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.
Criterion 5: Grievance Process	Aligned	<ul style="list-style-type: none"> • NYU has provided both academic and university-level grievance processes that are accessible through NYU's website. • Candidates will be informed of the academic and university-level grievance processes through the NYU Teacher Residency Handbook and through the institution's website.
Criterion 6: Communication and Information	Aligned	<ul style="list-style-type: none"> • The institution has created a functional and accessible NYU Teacher Residency webpage that is and will be accessible to the public without the requirement of log in information. The institution will update the information on the webpage pertaining to the proposed programs upon Commission and/or COA-approval. • NYU will include the mission, governance, administration, and admission procedures, as they pertain to the proposed educator preparation programs, on the NYU Teacher Residency webpage. • Information regarding the proposed programs will be made available through the NYU Teacher Residency website, the Steinhardt Graduate Bulletin, and the Teacher Residency Handbook.
Criterion 7: Student Records Management, Access and Security	Aligned	<ul style="list-style-type: none"> • Candidate transcripts, covering courses taken, grades, and credit totals, will be available to candidates enrolled in and completers of the proposed programs through the secure, online, FERPA-compliant NYU Albert Student Center, maintained by the NYU

Criterion	Staff Recommendation	NYU Response
		Registrar. NYU's policy is to maintain student records for seven years after students graduate.
Criterion 8: Disclosure	Aligned	<ul style="list-style-type: none"> • NYU has provided information about its proposed programs that will focus on a student teaching residency model. Candidates will participate in online coursework while serving as full-time student teachers who will be mentored through the program by full-time expert teachers. • The coursework for each of NYU's proposed programs will be delivered online via digital platforms including: <ul style="list-style-type: none"> ○ A learning management system that will house student readings, assignments, and discussion boards; and ○ A cloud-based video meeting software that allows students to meet together synchronously online with their faculty and fellow students, allows faculty instructors to support students remotely, including those who may need some face-to-face support on classroom assignments or teaching method questions. • While NYU Steinhardt faculty will provide all curriculum design and teaching to candidates enrolled in the proposed programs, there are two additional entities that will provide support services: <ul style="list-style-type: none"> ○ HotChalk provides bundled services to support university programs including marketing, admissions support, technology solutions, and support for students and faculty learning and teaching at a distance. ○ TORSH Talent provides video-based and in-person classroom observation and data management tools that give administrators and educators an opportunity to observe aspiring teachers in action, measure the effectiveness of classroom instruction, coach aspiring teachers at scale, reflect on instructional practice, and collaborate with mentors and peers.
Criterion 9: Veracity in all Claims and	Aligned	<ul style="list-style-type: none"> • An assurance, signed by the interim dean of NYU's Steinhardt School, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests

Criterion	Staff Recommendation	NYU Response
Documentation Submitted		to an understanding that a lack of veracity is cause for denial of initial institutional approval.

Criterion 10, 11, and 12

In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 10-12 include a staff summary of the institution's submission, but do not include a staff recommendation.

Criterion	Summary of NYU Responses
Criterion 10: Mission and Vision	<p>NYU seeks to offer the following programs contingent upon Commission approval:</p> <ul style="list-style-type: none"> • Preliminary Multiple Subject • Preliminary Single Subject (English, Mathematics, Biological Sciences, Chemistry, Physics, Geoscience, and Social Science) • Preliminary Education Specialist: Mild to Moderate • Early Childhood Special Education Added Authorization <p>NYU Teacher Residency's Mission NYU's submission identified its mission as follows: <i>NYU's Teacher Residency strives to offer a truly integrated, cutting-edge approach to training highly effective teachers who will be leaders in their schools and change agents who will revitalize and rejuvenate urban education. This is done through a curriculum with strong emphases woven throughout its modules on content expertise, literacy instruction, special education, teaching emergent bilinguals, universal design for learning principles, educational technologies, and attention to equity and diversity.</i></p> <p>NYU Teacher Residency's Vision NYU's submission identified its vision as follows: <i>The NYU Teacher Residency, established in 2016, draws on the University's founding mission to prepare urban teachers to tap urban energies. We currently offer a school-embedded immersion experience with specializations in secondary English, secondary math, secondary science, secondary history/social studies, and secondary special education ...Resident candidates are engaged full-time in schools through positions such as teacher assistants and paraprofessionals, with robust, consistent, and ongoing support provided by Residency Directors, Teaching Mentors, Content Mentors, and Faculty instructors.</i></p> <p>NYU's submission indicates that it will prepare resident candidates to integrate English language arts and the development and strengthening of literacy skills as well as mathematical literacy throughout their content instruction with all ages of students. NYU's resident candidates will learn and practice teaching</p>

Criterion	Summary of NYU Responses
	<p>reading and writing as well as mathematical and technological literacies and their applications across the curriculum to all students in all grades. NYU's candidates will use the California Common Core Standards as they learn to write and adapt curriculum for all learners.</p> <p>NYU's Teacher Residency will take as its central mission the preparation of all teachers to be equipped and eager to teach all learners, including TK-12 students in California. Central through-threads that will run through every module of the proposed programs will be the teaching of all learners through Universal Design, the teaching and reaching of students with disabilities, the support and teaching of emergent bilingual students, and the cultivation of culturally relevant and culturally sustaining practices and curricula.</p> <p>NYU's approach to educator preparation is grounded in ten online modules that connect fieldwork to coursework and coursework to fieldwork. These modules are designed to link theory to practice through an inquiry-focused, student-centered, and video-rich learning environment and will be taught by NYU faculty who have expertise in content, pedagogy, educational theory, and school-based practice. There are also "Conceptual Through-Threads" that weave throughout each module – faculty will focus on each concept and seek to build on candidates' growing understanding and expertise in ways of integrating and addressing these concepts. Through NYU's "Gradual Release into Teaching" model, theory and practice will be joined through the alignment of the graduated phases with the ten modules that make up the proposed programs' coursework.</p> <p>Further guiding NYU's approach to educator preparation is the Learning to Teach Framework in which resident candidates enrolled in the proposed programs will reflect on their practice and be given feedback. This framework is a set of core practices, the purpose of which is to provide a set of guidelines for the development of the teaching practice, with signposts to encourage resident candidates and their Teaching Mentors to pause, look, and talk together; this framework is based on the Danielson Framework for Teaching (2013) and the Framework for Equity and Excellence in Teaching, or FEET (2019).</p> <p>NYU's proposed programs will be entirely online where all students, regardless of location, will participate in the same curriculum and will have teacher residency experiences specific to the candidate's unique context, location, and credential sought.</p>
Criterion 11: History of Prior Experience and	NYU was founded in 1831 and the founders of the university proposed a professorship for Philosophy of Education and the Instruction of Teachers in its initial charter. The School of Pedagogy was the forerunner of today's Steinhardt

Criterion	Summary of NYU Responses
Effectiveness in Educator Preparation	<p>School, which remains the NYU home of teacher education. NYU has always sought to address the learning needs of pre- and post-collegiate youth and so, expanding beyond teacher education, the Steinhardt School has become the home of graduate and undergraduate:</p> <ul style="list-style-type: none"> • Professional education in media • Applied psychology • Physical and occupational therapies • Nutrition • Music • Visual arts <p>However, teacher education and its professional leadership complement continue to constitute key learning and research communities within Steinhardt. The Teacher Education and Education Leadership programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP).</p> <p>NYU is regionally-accredited by the Middle States Commission on Higher Education (MSCHE) and is also approved by New York State to offer its educator preparation programs on campus and online. In addition to New York, NYU currently operates its Teacher Residency program in both California and Florida. At present, candidates in New York, California, and Florida who complete this program are eligible for New York State teacher licensure, although Florida candidates typically apply to the Florida Department of Education without pursuing New York certification. However, NYU is proposing to become a Commission-approved program sponsor in California and has provided four years of candidate and completer data from its current program.</p> <p>In addition to directly emailing students, faculty, employers, and alumni, NYU has posted the third-party invitation for comments on the NYU Teacher Residency website where the public and all stakeholders can access it. No comments have been received at this time.</p> <p>As required by this criterion, staff researched the possibility of any additional available information relevant to NYU's application for IIA and found none.</p>
Criterion 12: Capacity and Resources	<p>As evidence of capacity and resources, NYU has provided a copy of its fiscal budget for 2020, which covers the period September 1, 2019 to August 31, 2020. Additionally, NYU has provided a copy of a proposed operational budget for the Teacher Residency.</p> <p>NYU has identified 20 full-time and three part-time faculty with the Steinhardt School, who will teach courses in the proposed programs. Additionally, NYU has identified the minimum qualifications for full-time personnel and has also</p>

Criterion	Summary of NYU Responses
	<p>provided the minimum qualifications for part-time residency directors. All full-time personnel are required to have the following:</p> <ul style="list-style-type: none"> • Doctorate or high-level degree; • 5+ years of experience in a K-12 setting; • Administrative leadership; • Evidence of an applied research agenda; • A strong teaching background; and • Excellent communication skills. <p>NYU will assign one residency director per partner location and will assign a second director if there are more than 20 candidates at a specific site. NYU's qualifications for part-time residency directors are provided below:</p> <ul style="list-style-type: none"> • Advanced degree in teaching or a related field of education; • At least five years of teaching at the middle/secondary level; • Experience coaching emerging teachers and supporting their growth; • Experience working with mentor teachers and supporting their leadership capacities; • Comfort serving as a liaison with both the school district and NYU; and • The ability to work as part of a team and independently. <p>NYU's submission notes that residency directors will serve on-the-ground in support of the partner schools and districts. The submission further notes that the residency directors will also work closely with teacher mentors and provide on-site support and coaching, classroom observations, and monthly professional learning communities for the teaching mentors. NYU notes that faculty and residency directors are hired via a national search.</p> <p>NYU specifies that teaching mentors will be employees of the partnering school districts and that the residency directors will meet with the principals of each partnering school to ask for nominations for teaching mentors while using specific Teaching Mentor Selection Criteria. There will then be both an informal and formal interview process to select the qualified mentors.</p> <p>All coursework for the proposed programs will be provided online while the candidate's residency experience will be in a California school. In addition, the local residency director will be in California as well. Candidates enrolled in the proposed programs will have an NYU faculty member serving as a content mentor. This online content mentor will work with candidates weekly in order to help improve candidate teaching in the respective content area. Furthermore, NYU notes that candidates enrolled in the proposed programs will have access to a student services advisor who will be readily available by</p>

Criterion	Summary of NYU Responses
	<p>phone or email and will provide support and administrative advising throughout the program.</p> <p>Candidates will also have access to library services, transcripts, health services, ADA accommodation, bursar, and financial aid. While all of these services have New York-based offices, candidates, wherever they are located, have access via phone and website to all of the same services that on-campus students do.</p> <p>For the purposes of fieldwork, NYU has and will continue to have fieldwork partnerships in place with mentor schools within the two partnering school districts: San Francisco Unified School District and Corona-Norco Unified School District. NYU uses a Residency Site Partnership Agreement template that is used with all mentor schools. NYU currently has signed partnership agreements with the following California schools for academic year 2020:</p> <ul style="list-style-type: none"> • Auburndale Intermediate School (CNUSD) • Raney Intermediate School (CNUSD) • Centennial High School (CNUSD) • Corona High School (CNUSD) • Visitacion Valley Middle School (SFUSD) • James Denman Middle School (SFUSD) • Balboa High School (SFUSD) • Willie L. Brown Jr. Middle School (SFUSD) <p>Since the proposed NYU programs will be online, NYU notes that it will require the use of several digital platforms.</p> <p>NYU's submission notes that faculty in the Department of Teaching and Learning will also conduct a weeklong orientation for students with a key objective being to orient and familiarize candidates with these digital platforms prior to beginning their coursework.</p> <p>The submission notes that should NYU decide to close as an institution or should the Steinhardt School decide to close this academic program (i.e., teacher residency program), NYU will notify all matriculated students of a one-year timeline for completing the remaining required courses for degree completion. The program will create a schedule for final course offerings and notify all students by email and through individual advisement. Students will be fully supported through the completion of the final year of the program, with special attention being given to individuals' needs. Students who are still unable to complete the program on this schedule will be offered an opportunity to transfer to an appropriate on-campus program, where possible, or will be helped to transfer to a program at another institution.</p>

Staff Recommendation

Staff recommends that the Commission consider the responses to Eligibility Requirements submitted by NYU and take one of the following possible actions for the institution:

- 1) Grant Eligibility; or
- 2) Deny Eligibility.

If the Commission grants Eligibility, it may identify topics that it will be looking for in Stage III.

If the Commission denies Eligibility, it may identify what it sees as missing in the current submission in the event the institution decides to continue to work toward institutional approval.

If approved by the Commission, NYU will be allowed to move forward to Stage III, submission of Preconditions and Common Standards for review. Approval of Stage II will not authorize NYU to offer educator preparation programs leading to a California credential.

Next Steps

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.

Appendix A

Criterion 10, 11, and 12: Eligibility Requirement, Required Information, and Factors to Consider

Criterion 10: Mission and Vision

Eligibility Requirement	Required Information	Factors to Consider
<p>An institution's mission and vision for educator preparation is consistent with California's approach to educator preparation.</p> <p>* A complete program design with significant detail included is not what is intended here as that will be submitted to ensure alignment with the Commission's adopted program standards in Stage III. Rather, the intent is to provide the Commission with sufficient information to ensure that the institution's philosophy and approach about educator preparation is consistent with California's.</p>	<p>a) Statement of the institution's mission and vision for Educator Preparation.</p> <p>b) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates.</p> <p>c) Information about how the mission and vision for educator preparation reflects the institution's commitment to California's adopted state standards and frameworks for TK-12 students.</p> <p>d) Information that demonstrates the institution's commitment to preparing candidates to work effectively with the full range of California TK-12 students.</p> <p>e) Statement that includes which educator preparation program(s) the institution will seek to offer.</p> <p>f) Information about the institution's philosophical and/or theoretical framework or approach underlying the design of educator preparation.*</p> <p>g) If applicable, provide a description of the ways in which the proposed program for</p>	<p>a) To what extent did the institution provide a clear mission and vision for educator preparation programs that the institution seeks to offer to prospective California candidates?</p> <p>b) To what extent did the institution confirm that the mission and vision will be published on the website and in institutional documents provided to candidates?</p> <p>c) To what extent does the information about the institution's mission and vision demonstrate the institution's commitment to California's adopted state standards and frameworks for TK-12 students?</p> <p>d) To what extent does the information about the institution's mission and vision demonstrate the institution's commitment to the health and success of all students?</p> <p>f) To what extent does the information provided about the proposed program design indicate that sufficient attention will be paid to both the theoretical foundations of teaching and learning and effective professional practice?</p>

Eligibility Requirement	Required Information	Factors to Consider
	<p>California would be similar or different from programs operated in another state.</p> <p>h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.</p>	

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

Eligibility Requirement	Required Information	Factors to Consider
<p>Institutions seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience.</p> <p>CTC staff will research available information about the institution relevant to the application for initial institutional approval.</p>	<p>a) History related to its prior experience preparing, training and supporting educators within California or in other states.</p> <p>b) A list of all states and/or countries in which the institution is currently operating an educator preparation program and the status of the institution's approval in each of those locations.</p> <p>c) If applicable, a copy of the most recent approval document (state approval/accreditation and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status.</p> <p>d) For institutions currently operating educator preparation programs in another state, data from the most recent 5 years indicating number of candidates enrolled in the institution's programs and number who</p>	<p>a) Is there information that the institution has prior experience successfully preparing, training, and/or supporting educators or partnering with institutions that prepare educators?</p> <p>b) To what extent did the institution provide a complete and accurate list of all the states and/or counties in which it is operating an educator preparation program?</p> <p>c) Is there sufficient information that the entity is operating in good standing in other jurisdictions where it is/has sponsored educator preparation or other related work?</p> <p>d) To what extent does the data provided regarding completion indicate that most candidates are able to successfully complete the program in a timely manner?</p>

Eligibility Requirement	Required Information	Factors to Consider
<p>Institutions must submit:</p> <p>Proof of third party notification enlisting comments to be sent to: Input@ctc.ca.gov</p>	<p>have completed program (taking into account the length of time of the program design).</p> <p>e) If offering educator preparation program in other state, any information available on placement rates for candidates in the schools.</p> <p>f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.</p> <p>g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution.</p>	<p>e) To what extent does the data provided indicate that candidates that complete the institution's programs are likely to be employed as educators?</p> <p>f) To what extent does the institution have either a positive history of working collaboratively with local educational partners and/or information that it will work collaboratively with local educational partners (for instance, TK-12 institutions working with feeder IHE programs or IHE programs working collaboratively with TK-12 employers)</p> <p>g) To what extent does the information provided indicate that candidates are satisfied with the institution and with the services they receive?</p>

Criterion 12: Capacity and Resources

Eligibility Requirement	Required Information	Factors to Consider
<p>An institution must submit a Capacity and Resources plan providing information about how it will sustain the educator preparation program(s) through a 2 – 3 year provisional approval (if granted) at a minimum. A plan to teach out candidates if, for some reason, the</p>	<p>a) Copy of the most recent audited budget for the institution.</p> <p>b) A proposed operational budget for the educational unit.</p> <p>c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to:</p>	<p>a) To what extent did the institution provide information from a recent audit that indicates that the institution is economically stable?</p> <p>b) Does the information provided indicate that that the institution will provide adequate resources to operate effective educator preparation programs in the first 2-3 years of the program?</p> <p>c) Does the information provided indicate that the leadership, instructional personnel and support staff</p>

Eligibility Requirement	Required Information	Factors to Consider
	<ul style="list-style-type: none"> e) Evidence of TK-12 partnerships for the purposes of providing fieldwork. f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates. g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s). 	<ul style="list-style-type: none"> f) To what extent did the institution provide information that there will be sufficient facilities and/or effective digital learning platforms for candidates? g) To what extent did the institution provide a Teach Out plan that identifies, at least broadly what actions would be taken to ensure that the interest of enrolled candidates will be sufficiently addressed in the event of program and/or institution closure?